



# Matter matters

## Didactic Unit

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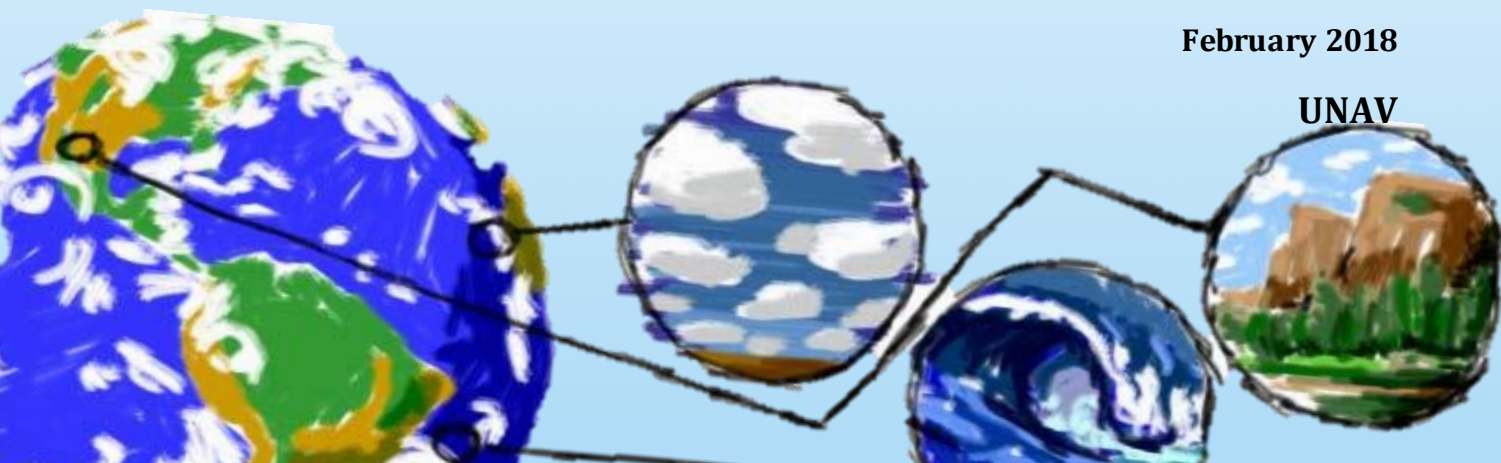
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### Didactic Unit:

Didactic unit's title: **Matter matters**

Content of work: **Matter**

Subject: **Science**

School year: **6<sup>th</sup> of primary education**

### Assessment Statements:

*By the end of this unit all children should be able to:*



- 1) Define matter.
- 2) Know and explain matter properties.
- 3) Sort materials into solids, liquids and gases.
- 2) Explain that heating causes melting, and cooling causes freezing.
- 3) Identify the melting and freezing point of water.
- 4) Describe evaporation and condensation using practical examples.
- 5) Describe the effect of temperature on evaporation referring to their investigation.
- 6) Identify different chemical reactions (Oxidation, combustion and fermentation)
- 7) Explain the basis of chemical reactions
- 8) Predict what will happen in an investigation.
- 9) Make observations.
- 10) Link all the different concepts together


## **Temporalisation:**

Number of sessions: **8 sessions**

Duration: **1 month**

### *Timetable:*

#### **2 Classroom Timetable:**



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:00	English	English	Maths	Language - G model	Maths
10:00-11:30	Language - G model	Maths	Tutory	English	Social Science
12:00-13:00	Natural Science	Maths - G model	English	Music	Praying
13:00-13:30	Physical Education	Arts and crafts	Maths - G model	Natural Science	English
13:30-15:00	Maths	Social Science		Physical Education	Language
15:55-16:45	Language	Language		Language	Religion

## Session 1

### *Initial contact and familiarisation*

<b>Class duration:</b>	55 min
<b>Learning Channel:</b>	Visual, Auditive
<b>Bloom's Taxonomy:</b>	<ul style="list-style-type: none"><li>▪ Remember</li><li>▪ Understand</li><li>▪ Apply</li><li>▪ Analyze</li><li>▪ Create</li></ul>
<b>Multiple intelligences:</b>	Interpersonal, Intrapersonal, Verbal-Linguistic, Visual-Spatial
<b>Evaluation:</b>	2,5% - Quality of participation in the tasks - Rubric (Appendix 1) 5% - Poll execution in the explained way

### Description:

At the lesson's beginning:

*"Good morning everyone! How are you feeling today?"* Will ask the teacher.

*"Fine thank you"* They would probably reply.

*"Well, tell me, what have you done this morning?"* Students will be asked.

Students then would presumably start telling the class about typical daily routines they do in their daily basis (wake up, eat breakfast, take the bus, read or write during the school lessons etc.)

*"You all have done lots of interesting things! Ummm... have you noticed something? All those things have something in common... Who knows what is it?!"*

Students then will start making suppositions about what they think all the previous mentioned activities have in common. The teacher should guide the dialogue until the concept of matter rises.

*"Great! Matter. But... what is matter?"*



Children would start to make suppositions.

*"Wow, that's a lot of interesting information. Why don't we write it down so we can organize better our ideas? Can I have a volunteer please to come here to the board and write in a brain map all these ideas please?"*

Student's suppositions would be collected in the mind map. (10 min in total)

Once finished, students would be divided in groups of 3 and encouraged to research about matter. They have to check if the ideas they had are right, wrong and which may not be accurate. (10 min) After that, findings will be shared and new arised information will be added to the mind map. (5 min).

*"Look all the new concepts we have discovered! You knew many things but you have found out a lot more! Matter is everywhere and as you have said, it is very important, do you think people in general knows what is matter?"*

Students responses  
*"How could we find out?"*

The teacher would guide the dialogue to the concept of poll and will help students to understand how does it work.

*"Would you like to create our own poll?"*

In the same groups as before, students have to come up with two or three simple questions they think could be interesting for the poll (5 min) Around 8 groups of three people would lead to 24 questions.

Then questions would be share out loud and written down by a student in the classroom board. They have to choose 10 questions for their poll (Lots of them would be repeated or similar and they should synthesize them) (15 min)

Once established, each student would copy the questions in their notebooks in a table like this (10 min):

Name of the person:

Age:

Nº	Question	He/she knew it	He/she didn't know it
1	XXXXXXXXXXXXXXXXXXXX?		
2	XXXXXXXXXXXX?		
3	XXXXXXXXXXXXXXXXXXXXXXXXXXXX?		
4	XXXXXXXXXXXXXXXXXXXX?		

Each student would have to make the poll to 3 people for the next class.



## Session 2

<b>Class duration:</b>	55 min
<b>Learning Channel:</b>	Visual, auditive, touch
<b>Bloom's Taxonomy:</b>	<ul style="list-style-type: none"><li>▪ Understand</li><li>▪ Analyze</li><li>▪ Evaluate</li><li>▪ Create</li></ul>
<b>Multiple intelligences :</b>	Visual - spatial, verbal - linguistic, logical mathematical, interpersonal, intrapersonal.
<b>Evaluation:</b>	2,5% - Quality of participation in the tasks - Rubric (Appendix 1) 5% - Homework 2 - Explanation to someone of what is matter.

### Description:

After the welcoming, the teacher would ask the students how was the poll and, after a brief response, he/she would say they will talk in depth later.

After that students will watch this video (just watch it)

<https://www.youtube.com/watch?v=ki4O-Fy3z-0> (3,47 min)

Once seen it, the teacher would briefly ask the children what is about to help them reflect. (2 min) After that, the video would be shown again, but this time students will have to write down notes to try to get all the information. (3,47 min)

Information about matter properties will be added to the brain map.

Then, each group will be given two objects for them to analyse their properties. (15 min)

Students would share their poll experiences.

The teacher then will project the table with the poll questions on the board and ask two students to come to the front (they will be given a calculator)

In order, and for each question, each students will say how many positive and negative answers he/she had for each question. One of the "calculator helpers" would be typing the positive and the other the negative numbers to easily get the total amount of +/- answers. The teacher then would write down the number in the table.



Nº	Question	People who knew it	People who didn't know it
1	XXXXXXXXXXXXXXXXXX?	40	20
2	XXXXXXXXXXXX?		
3	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX?		
4	XXXXXXXXXXXXXXXXXXXX?		

It has to be very dynamic so it doesn't take a lot of time. Just saying "Question 1" and all the students in order just the number of positive and negative answers in order straight away. (10 min)

Data analysis:

Then students will discuss the results and calculate in groups (3 students per group) the percentage of right and wrong answers for each question. (15 min)

*"What could be done to try to improve these results?"*

The discussion would lead to "Education" (5 min)

Student's will be then asked to think how they would explain what they know to another person. (They can share their thoughts) For the following class, they would have to try to explain what they know about matter to someone, using the resources they want <https://www.youtube.com/watch?v=ELchwUIlWa8> They can revise with this video. Next class they will share their experiences.





### Session 3

<b>Class duration:</b>	55 min
<b>Learning Channel</b>	<ul style="list-style-type: none"><li>▪ Visual</li><li>▪ Auditive</li></ul>
<b>Bloom's Taxonomy</b>	<ul style="list-style-type: none"><li>▪ Remember</li><li>▪ Understand</li></ul>
<b>Multiple intelligences</b>	<ul style="list-style-type: none"><li>▪ Interpersonal</li><li>▪ Verbal-Linguistic</li><li>▪ Intrapersonal</li><li>▪ Naturalistic</li><li>▪ Visual-Spatial</li></ul>
<b>Evaluation</b>	By reviewing the sheet C.A.D (Connect - Expand - Challenge) 0,5/10

#### Description:

We will start the project in this session. First the teacher will explain by using a ppt presentation what they have to do, and how they will be evaluated.

They have to separate in 6 groups of 4 people. Each group have to choose one unit that they have to work in.

The unit will be:

Unit 1: Change of state

Unit 2: Properties of state

Unit 3: State and types of matter

Unit 4: Oxidation

Unit 5: Combustion

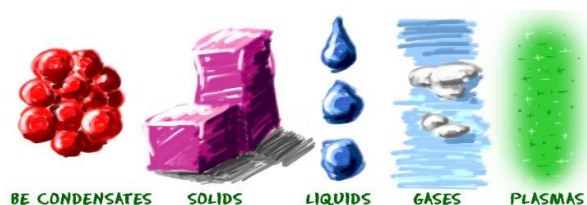
Unit 6: Fermentation

Having chosen their unit, they will start working on their project by cooperative learning.

The teacher will give them a sheet with a thinking routine "CAD" (Connect-Expand-Challenge). **Appendix 3**

The main object in this session is that the students can connect the new information with the information that they already know, expand with with new ideas, and challenge themselves.

Finally they will be given 2 computer labs for each group to work and investigate about their unit.



## **Session 4**

<b>Class duration:</b>	55 min
<b>Learning Channel:</b>	Visual, Auditive and touch
<b>Bloom's Taxonomy:</b>	<ul style="list-style-type: none"><li>▪ Remembering</li><li>▪ Understanding</li><li>▪ Applying</li><li>▪ Analyzing</li></ul>
<b>Multiple intelligences:</b>	Verbal-linguistic, intrapersonal, interpersonal, visual-spatial and naturalistic
<b>Evaluation:</b>	All project 40%

### **Description:**

In this session the groups will have to work in their unit. They have to investigate and choose the main information that they want to explain to their classmates. As they know, they will have to present a project so for that they have to create something creative that show what they have learnt to everybody.

In the last 10-15 minutes they have to fill individually a sheet with a thinking routine that shows what they have learnt in the last class. It call 3-2-1 because they have to write 3 ideas that they have learnt, 2 questions about what they want to investigate and learn more and 1 picture with the explanation for why they have chosen it.

### **Appendix 4**



## Session 5

<b>Class duration:</b>	55 min
<b>Learning Channel:</b>	Visual, Auditive and touch
<b>Bloom's Taxonomy:</b>	<ul style="list-style-type: none"> <li>▪ Applying</li> <li>▪ Analyzing</li> <li>▪ Creating</li> </ul>
<b>Multiple intelligences :</b>	Verbal-linguistic, intrapersonal, interpersonal, visual-spatial and naturalistic
<b>Evaluation:</b>	All project 40%

### Description:



In this session the groups have to create something that shows what they have learnt in a funny way. They are expected to work cooperatively in the creation of the project and in the elaboration of the rubrics with which they will be evaluated both individually and as a group.

### **Appendix 5**

## Session 6

<b>Class duration:</b>	55 min
<b>Learning Channel</b>	Visual, Auditive and touch
<b>Bloom's Taxonomy</b>	<ul style="list-style-type: none"> <li>▪ Remembering</li> <li>▪ Applying</li> <li>▪ Evaluating</li> </ul>
<b>Multiple intelligences</b>	Verbal-linguistic, intrapersonal, interpersonal, visual-spatial and naturalistic
<b>Evaluation</b>	All project 40%

### Description:

Each group will have a site of the assigned class where they will have to expose their work.

One member of each group will have the role of evaluating the rest of the teams, so they will rotate for each of the works with the rubric that they have to give to the teacher.

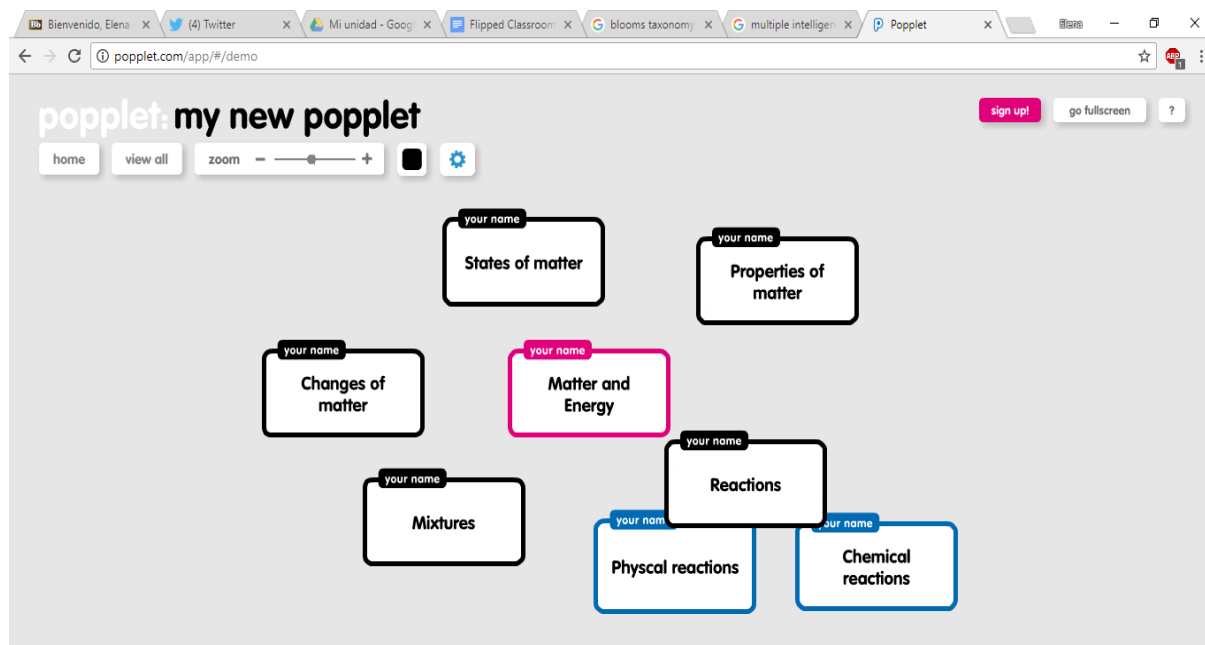
## Session 7

<b>Lass duration:</b>	55 min
<b>Learning Channel:</b>	Visual
<b>Bloom's Taxonomy:</b>	<ul style="list-style-type: none"> <li>Analyzing</li> <li>Evaluating and</li> <li>Applying.</li> </ul>
<b>Multiple intelligences:</b>	Visual, Linguistic and Naturalistic
<b>Evaluation:</b>	<p>The <b>mind map</b> will be assessed following the amount of concepts they include. They will have to be as complete as they can. If all concepts are there, they will have full points. The less they have, the lower mark they will get.</p> <p>The <b>trivial</b> will be assessed by the number of correct answers they get, and the small triangles they get.</p> <p>5%</p>

### Description:

The first 20-30 minutes of the lesson, the students will have to make a mind map using Popplet.

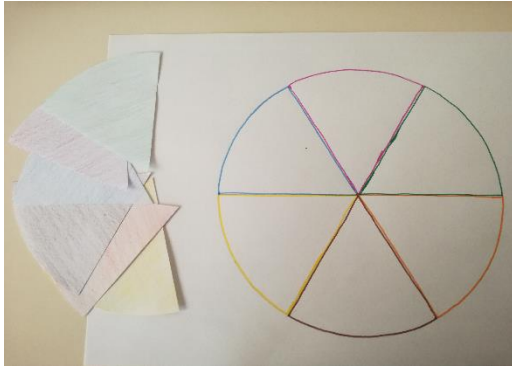
Teacher should give the students an example. They will do this in pairs, using one computer per pair. The teacher will explain how to use this tool.



The last part of the lesson, we will play Trivial to review the unit. They have made

their mind maps, so they have activated what they know. They will play in teams of 3 people. The 6 different topics the questions are about, will be the ones they have done in the project. This way, the teacher will see if they understood and have studied what their classmates prepared.

Each group will have a paper where they will put a smaller triangular papers with the big questions they answer. Each group will be asked a few questions. If they answer correctly they will go on until they reach a big question. If they answer this big question right, they get a small triangle, depending on the colour of the question.



At the end of the lesson the teacher must tell them to review for the next lesson, as there might be a prize for those who do better on a game they will play.



## Session 8

<b>Class duration:</b>	55 min
<b>Learning Channel:</b>	Visual and hearing.
<b>Bloom's Taxonomy:</b>	Creating.
<b>Multiple intelligences :</b>	Linguistic and Naturalistic.
<b>Evaluation:</b>	<p>The <b>story</b> will be assessed with a rubric. The teacher will have to write down what each student says and other information that is considered important (e.g. the student asked for help, or someone told him what to say) → Appendix</p> <p>The <b>Kahoot</b> will be used to review whilst playing a game. 5% each</p>

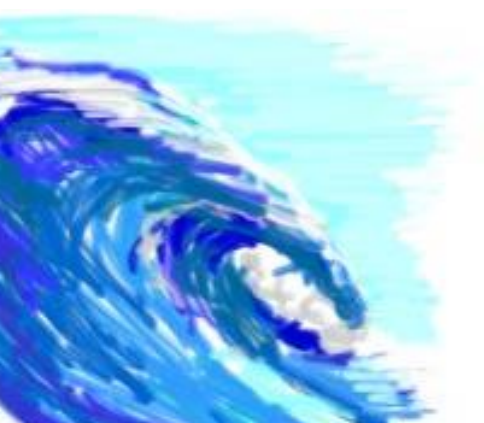
The lesson is going to start with all the children sitting on the floor in a circle. The teacher will introduce the lesson by making a comment on the results of the last lesson, making them know whether they are doing okay or they need to review the unit a little bit more.

The first activity is making a story. As they are sitting in a circle, they are all going to be contributing to it. the teacher will start with a piece of information related to the unit, such as: *"Hello, I'm an old tree and I'm made of matter"*. In order, every child will have to follow the story with something that has not been told before., so the information cannot be repeated.

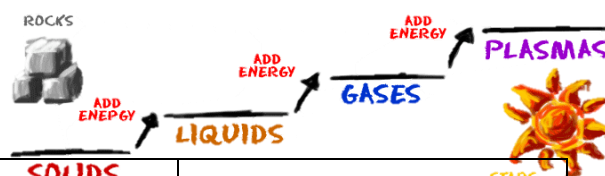
The teacher will write down everything they say, and then he will give the final story to them.

The lesson will end playing with Kahoot. Every student will have a computer., but they can work in pairs if it is necessary. The three winners will get a reward (0,5 points on their final mark for the first, 0,3 for the second one and 0,15 for the third one).

<https://play.kahoot.it/#/?quizId=e773c9fb-4513-4ca7-8bc7-c12d676ce1a1>



## SUMMARY OF EVALUATION



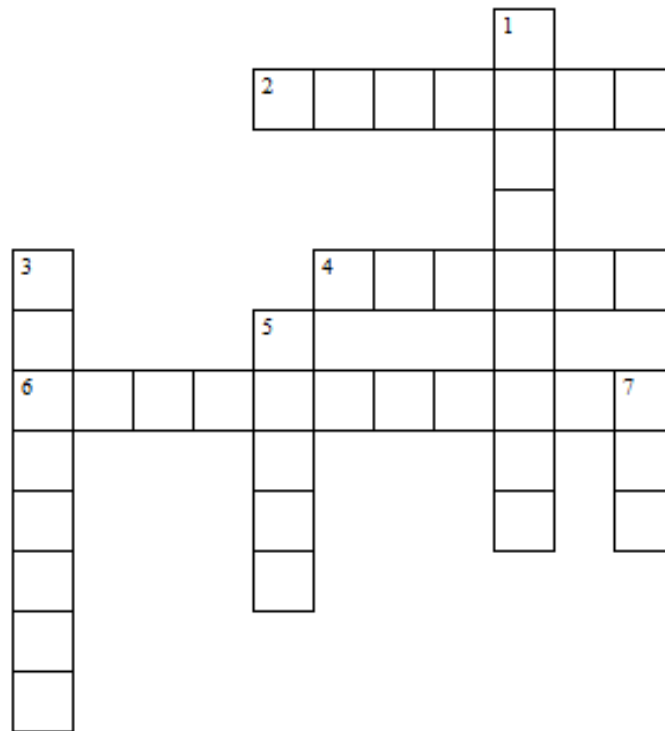
	<b><u>Task</u></b>	<b>Percentage - final mark</b>
1.	Participation session 1 and 2	5%
2.	1st Homework - Poll execution	5%
3.	2nd Homework - Explain what is matter to someone.	5%
4.	Project	40%
5.	Sesion 7	5%
6.	Session 8	10%
7.	Exam	30%

## Extra material

This resources can be in the clasrrom during the didactic unit month for the students to play while revise the different worked concepts.

## Resource 1

# States of Matter



## ACROSS

2. The process that changes a solid to a liquid
4. Particles are able to flow over each other
6. The process that changes a liquid to a gas

**DOWN**

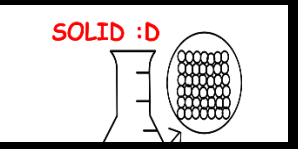
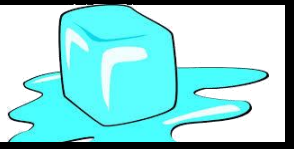

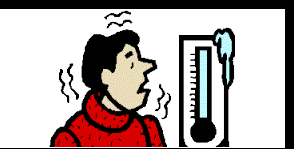






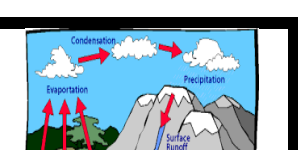





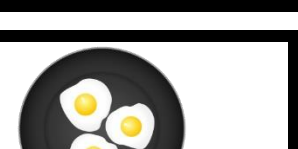



1. When gas or liquid particles become more spread out over time
3. The process that changes a liquid to a solid
5. Particles are in a fixed position and vibrate on the spot
7. Particles move randomly and are well spaced out













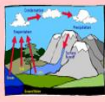













## Resource 2

 <p>Science Taboo</p> <p><b>Air Pressure</b></p> <ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Particles</li> <li>• Weight</li> <li>• Squash</li> <li>• Explode</li> </ul>	 <p>Science Taboo</p> <p><b>Condense</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Cool</li> <li>• Water</li> <li>• Gas</li> <li>• Liquid</li> </ul>	 <p>Science Taboo</p> <p><b>Evaporate</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Heat</li> <li>• Vibrating</li> <li>• Solid</li> <li>• Gas</li> <li>• Forces</li> <li>• Condensation</li> </ul>	 <p>Science Taboo</p> <p><b>Freeze</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Cool</li> <li>• Vibrating</li> <li>• Solidify</li> <li>• Gas</li> <li>• Liquid</li> <li>• Forces</li> </ul>
 <p>Science Taboo</p> <p><b>Gas</b></p> <ul style="list-style-type: none"> <li>• Far apart</li> <li>• Vibrating</li> <li>• Liquid</li> <li>• Forces</li> <li>• Melted</li> <li>• Attraction</li> </ul>	 <p>Science Taboo</p> <p><b>Liquid</b></p> <ul style="list-style-type: none"> <li>• Far apart</li> <li>• Vibrating</li> <li>• Solid</li> <li>• Gas</li> <li>• Condense</li> <li>• Close together</li> <li>• Pattern</li> </ul>	 <p>Science Taboo</p> <p><b>Melt</b></p> <ul style="list-style-type: none"> <li>• Move</li> <li>• Vibrate</li> <li>• Energy</li> <li>• Break</li> <li>• Solid</li> <li>• Liquid</li> </ul>	 <p>Science Taboo</p> <p><b>Saturated</b></p> <ul style="list-style-type: none"> <li>• Dissolve</li> <li>• Particles</li> <li>• Break – up</li> <li>• Full</li> <li>• Gaps</li> <li>• Liquid</li> </ul>
 <p>Science Taboo</p> <p><b>Solid</b></p> <ul style="list-style-type: none"> <li>• Close together</li> <li>• Vibrating</li> <li>• Liquid</li> <li>• Forces</li> <li>• Pattern</li> <li>• Melted</li> </ul>	 <p>Science Taboo</p> <p><b>Solution</b></p> <ul style="list-style-type: none"> <li>• Dissolve</li> <li>• Particles</li> <li>• Break up</li> <li>• Saturation</li> <li>• Liquid</li> <li>• Solid</li> <li>• Mix</li> </ul>	 <p>Science Taboo</p>	 <p>Science Taboo</p>
 <p>Science Taboo</p>	 <p>Science Taboo</p>	 <p>Science Taboo</p>	 <p>Science Taboo</p>

### Resource 3

steam		evaporating	
solid		melting	
liquid		freezing	
gas		boiling	
condensing		cooling	
state		vapour	
water cycle		temperature	
heating		solidify	
reversible		ice	
irreversible		water	

# Resource 4

			
<b>solid</b>	<b>solid</b>	<b>liquid</b>	<b>liquid</b>
			
<b>gas</b>	<b>gas</b>	<b>freezing</b>	<b>freezing</b>
			
<b>state</b>	<b>state</b>	<b>water cycle</b>	<b>water cycle</b>
			
<b>heating</b>	<b>heating</b>	<b>cooling</b>	<b>cooling</b>
			
<b>irreversible</b>	<b>irreversible</b>	<b>ice</b>	<b>ice</b>
			
<b>water</b>	<b>water</b>	<b>steam</b>	<b>steam</b>

## Resource 5

### Laboratory Exercise 1

Set the following experiment and answer the questions below.

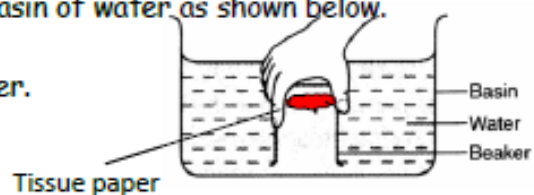


#### Procedure:

An empty beaker is placed upside down in a basin of water as shown below.

The observation is recorded.

Put a tissue paper at the bottom of the beaker.



1. Write your **hypothesis**:

---

---

2. Write your **observation**:

---

---

3. Write your **conclusion**:

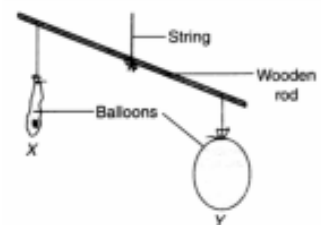
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### Laboratory Exercise 2

#### Procedure:

Take 2 balloons full with air (X & Y) and balance them on a straw using a string. Take the air out from the X balloon by pricking it through a cello tape.



1. Write your **hypothesis**:

---

---

2. Write your **observation**:

---

---

3. Write your **conclusion**:

---

---

4. **Conclusion:** Air has \_\_\_\_\_ and \_\_\_\_\_ → air is \_\_\_\_\_

## APPENDIXES

### Appendix 1 - Participation Rubric

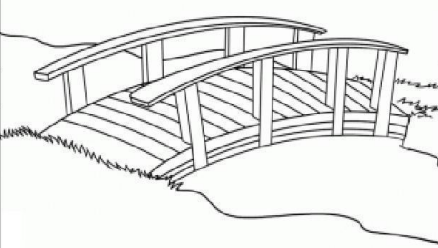
	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of comments</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
<b>Listening Skills</b>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

### Appendix 2 - Homework Rubric

Rubric Components	Point Scale				Student's Score
	4	3	2	1	
Completeness of assignment (including attempts)					
Met requirements of assignment or problem					
Originality					
Accuracy (items correct)					
Appearance (handwriting or keyboarding legibility and quality)					



## Appendix 4 – Thinking Routine

Respuestas iniciales		Respuestas finales
3 IDEAS	<div style="border: 2px solid orange; padding: 5px; display: inline-block;">3, 2, 1, PUENTE</div> 	3 IDEAS
2 PREGUNTAS		2 PREGUNTAS
1 METÁFORA		1 METÁFORA

## Appendix 5 – Oral presentation Rubric

### ORAL PRESENTATION RUBRIC

	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

## Appendix 6 – ASSESSMENT RUBRIC FOR THE STORY

### Rubric for Story

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no
<b>Knows the Unit</b>	20%	<input type="checkbox"/> Knows the unit well; has obviously studied; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the unit pretty well; may use notes; fairly confident	<input type="checkbox"/> Knows some of the unit; has not studied; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know unit; reads from notes
<b>Voice</b>	15%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean
<b>Acting</b>	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others
<b>Pacing</b>	10%	<input type="checkbox"/> Ideas told at the appropriate pace, depending on the	<input type="checkbox"/> Ideas told well, but some parts may be rushed or dragged in	<input type="checkbox"/> Ideas rushed or dragged in several parts	<input type="checkbox"/> Ideas told at one pace; no excitement
		story line	some parts		
<b>Creativity</b>	10%	<input type="checkbox"/> Outstanding use of the ideas of the unit	<input type="checkbox"/> Good use of the ideas of the unit.	<input type="checkbox"/> some ideas of the unit not appropriate or are distracting	<input type="checkbox"/> Poor use of the ideas of the unit.

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_